



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2711 Engler Avenue, Yuma, AZ 85365

Yuma Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Laura Rebecca Gilmer
Schedule : 08:00 AM to 04:00 PM
Grades : K-6
Web Address : yuma.org/Rolle
Phone Number : (928) 726-4610
Fax Number : (928) 726-6131
E-mail : lgilmer@yumaed.org

Mission

We empower our students to make responsible, positive choices and to develop character by providing quality learning experiences in a nurturing environment. Our families and staff work together to ensure full literacy for all students.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü We will diligently work toward achievement of grade level expectations for all our students in reading, writing, and math by focusing on Arizona's Academic Standards in planning, instruction, and assessment.
- ü We will use data from State and site assessments to determine student needs and plan instruction and interventions to address those needs for all students at every achievement level.
- ü We will promote social responsibility and citizenship to ensure a positive learning environment and to develop lifelong civic skills through life skills programs, conflict resolution classes, and our bullying prevention program.
- ü We will participate in ongoing professional development and plan collaboratively to implement effective teaching strategies for maximizing student learning.

Enrollment

October 1, 2005 School Year Student Enrollment : 704
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 74

Instructional Programs

- ü Harcourt Trophies Reading Program
- ü Writing Up a Storm
- ü Harcourt and Glencoe Math Programs
- ü Star Reader, Star Math, and DIBELS data
- ü Schoolwide Intervention period
- ü SRA, Accelerated Reader programs
- ü Weekly music, art, library, and PE class
- ü Olweus and PATHS Bullying Prevention

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

The school's responsibility is to provide a safe, orderly, and motivating learning environment for our students; to treat them with dignity and respect; to teach so as to provide our students with many opportunities to learn and meet challenging academic standards; and to communicate regularly with our families to support our students' learning.

Parents

It is the responsibility of parents to be partners in the education of their children by monitoring attendance, homework, readiness for school, behavior and general health; to communicate openly with the school; and to support student learning.

Transportation Policy

Bus transportation is provided as a service for resident students who live a distance greater than one mile from campus. Special Education students whose IEPs mandate transportation are also provided with bus service.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Performing Plus School for two years	2006
ü Yuma County Teacher of the Year finalist	2006
ü 5 students in Washington, D.C. Leadership Symposium	2006
ü 7 Bikes for Books Masons' Reading Program winners	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	1139	80010	97	99	99	452	435	447	2	10	10	14	24	18	74	58	53	10	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	579	38935	100	99	99	451	436	447	4	8	9	13	25	19	72	59	55	11	7	17
Male	51	559	40974	94	99	98	453	435	448	NA	11	11	16	23	18	76	57	52	8	8	19
African American	NC	27	4201	NC	93	99	NC	449	430	NC	NA	17	NC	26	23	NC	63	51	NC	11	9
Hispanic	47	745	34545	98	99	99	438	427	432	2	12	14	23	29	24	68	55	53	6	4	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	451	474	NC	NA	4	NC	33	10	NC	47	50	NC	20	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	52	347	35142	98	100	99	466	452	465	2	5	5	6	14	11	79	66	56	13	15	28
Students with Disabilities	NC	96	10161	NC	91	93	NC	409	419	NC	33	28	NC	33	28	NC	29	36	NC	4	8
Students without Disabilities	99	1043	69849	99	100	100	455	438	451	NA	8	7	13	24	17	77	61	56	10	8	19
Limited English Proficient Students	14	288	14013	93	98	97	421	411	413	7	20	24	36	41	34	57	38	39	NA	1	3
Migrant Students	NC	112	603	NC	98	96	NC	417	417	NC	15	22	NC	38	32	NC	46	42	NC	1	4
Economically Disadvantaged	44	744	39029	96	98	98	442	428	432	5	11	14	20	29	25	68	55	52	7	4	9
Non-Economically Disadvantaged	61	395	40981	98	100	100	460	449	462	NA	7	6	10	15	13	79	64	54	11	14	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	1146	79438	98	100	98	465	446	451	2	9	9	17	28	24	70	57	56	11	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	583	38775	100	100	99	471	452	457	4	7	7	15	25	22	65	60	58	17	9	13
Male	52	562	40560	96	99	97	460	439	446	NA	11	12	19	31	25	75	54	54	6	4	9
African American	NC	28	4178	NC	97	98	NC	452	439	NC	NA	13	NC	36	29	NC	61	52	NC	4	6
Hispanic	47	752	34297	98	100	98	450	436	434	2	11	14	26	34	31	68	53	50	4	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	462	475	NC	NA	3	NC	20	15	NC	67	63	NC	13	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	52	346	34887	98	99	98	484	466	471	2	5	4	4	15	15	75	65	63	19	15	18
Students with Disabilities	NC	103	9588	NC	97	88	NC	407	416	NC	31	30	NC	38	32	NC	27	34	NC	4	5
Students without Disabilities	99	1043	69850	99	100	100	469	449	456	NA	7	7	15	27	23	73	60	59	12	7	12
Limited English Proficient Students	14	293	13856	93	100	96	427	412	407	7	20	27	43	49	43	50	30	29	NA	0	1
Migrant Students	NC	114	600	NC	100	96	NC	421	418	NC	20	22	NC	39	38	NC	39	39	NC	2	2
Economically Disadvantaged	44	751	38685	96	99	97	452	437	435	5	11	14	30	32	32	59	54	50	7	3	5
Non-Economically Disadvantaged	62	395	40753	100	100	99	475	462	467	NA	5	5	8	20	16	77	62	62	15	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	1149	79971	100	100	99	421	423	423	5	5	8	54	47	41	42	47	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	584	38974	100	100	99	432	434	437	2	3	5	44	38	33	54	57	57	NA	2	4
Male	54	565	40895	100	100	98	410	412	410	7	6	10	63	56	47	30	37	41	NA	1	2
African American	NC	28	4203	NC	97	99	NC	430	411	NC	7	11	NC	32	45	NC	61	43	NC	NA	2
Hispanic	48	751	34481	100	100	99	407	419	410	6	5	10	60	47	46	33	46	43	NA	1	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	435	449	NC	NA	4	NC	47	28	NC	53	60	NC	NA	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	53	350	35150	100	100	99	434	431	437	2	3	5	49	48	35	49	48	56	NA	2	5
Students with Disabilities	NC	104	10258	NC	98	94	NC	377	377	NC	16	23	NC	62	51	NC	20	25	NC	2	1
Students without Disabilities	100	1045	69713	100	100	100	426	427	429	2	3	5	54	45	39	44	50	52	NA	1	3
Limited English Proficient Students	15	293	13985	100	100	97	387	396	382	20	11	18	47	54	54	33	34	27	NA	0	0
Migrant Students	NC	113	608	NC	99	97	NC	390	389	NC	15	16	NC	47	50	NC	38	33	NC	NA	0
Economically Disadvantaged	45	753	38994	98	99	98	410	418	409	7	5	10	56	48	47	38	45	41	NA	1	1
Non-Economically Disadvantaged	63	396	40977	100	100	100	428	433	437	3	3	5	52	44	34	44	52	56	NA	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	1117	80147	98	99	99	487	466	482	2	13	11	16	21	17	63	54	49	19	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	548	39281	96	99	99	493	467	483	NA	12	9	17	21	17	61	55	50	22	12	24
Male	52	569	40780	100	98	98	482	466	482	4	14	12	15	22	17	65	53	48	15	11	24
African American	NC	39	4249	NC	98	99	NC	449	464	NC	18	17	NC	31	22	NC	46	48	NC	5	13
Hispanic	40	722	33494	98	98	99	474	459	466	3	15	15	23	26	23	65	52	49	10	8	14
Asian/Pacific Islander	NC	13	2103	NC	100	99	NC	528	515	NC	8	4	NC	8	8	NC	31	44	NC	54	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	466	456	NC	16	19	NC	5	27	NC	68	46	NC	11	8
White	57	322	36122	98	99	99	494	483	501	2	9	5	11	12	10	65	60	50	23	18	35
Students with Disabilities	12	114	10295	92	92	92	463	423	443	8	46	33	33	25	26	50	25	33	8	3	8
Students without Disabilities	94	1003	69852	99	99	100	490	471	488	1	9	7	14	21	16	65	57	51	20	12	26
Limited English Proficient Students	12	278	12722	92	97	97	458	441	441	NA	23	27	33	35	33	67	38	37	NA	3	3
Migrant Students	NC	116	622	NC	96	97	NC	448	454	NC	17	19	NC	34	30	NC	46	43	NC	3	8
Economically Disadvantaged	44	765	38371	96	97	97	475	458	465	5	16	15	25	26	23	55	50	49	16	7	13
Non-Economically Disadvantaged	62	352	41776	100	100	100	496	485	498	NA	6	6	10	12	11	69	63	49	21	20	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	1116	79686	98	98	98	480	459	470	7	13	11	11	30	24	76	54	57	6	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	548	39163	96	99	99	488	463	475	6	11	9	7	26	22	78	58	60	9	4	10
Male	52	568	40438	100	98	97	471	455	465	8	14	13	15	33	25	75	51	54	2	3	7
African American	NC	38	4228	NC	95	98	NC	447	458	NC	18	15	NC	34	28	NC	45	53	NC	3	4
Hispanic	40	721	33299	98	98	98	461	450	452	10	15	17	20	35	32	68	49	47	3	1	3
Asian/Pacific Islander	NC	13	2097	NC	100	99	NC	498	490	NC	8	5	NC	8	13	NC	69	68	NC	15	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	466	446	NC	11	16	NC	21	38	NC	68	44	NC	NA	2
White	57	323	35914	98	99	98	492	481	489	2	7	5	7	19	15	84	66	67	7	9	14
Students with Disabilities	12	113	9808	92	91	87	436	416	432	25	45	35	17	29	32	58	24	30	NA	2	3
Students without Disabilities	94	1003	69878	99	99	100	484	464	475	4	9	8	11	30	23	79	58	61	6	4	9
Limited English Proficient Students	12	277	12594	92	97	96	446	425	422	17	27	34	17	48	45	67	24	21	NA	1	0
Migrant Students	NC	116	611	NC	96	95	NC	438	439	NC	19	22	NC	44	39	NC	36	37	NC	1	2
Economically Disadvantaged	44	764	38095	96	97	97	464	450	452	14	16	17	14	35	32	68	47	48	5	2	3
Non-Economically Disadvantaged	62	352	41591	100	100	99	491	480	486	2	6	6	10	18	16	82	70	65	6	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	1118	80372	98	99	99	483	478	475	1	3	4	23	26	30	75	70	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	550	39452	98	99	99	496	488	488	NA	2	3	16	21	22	82	77	72	2	1	3
Male	51	568	40836	98	98	98	469	469	464	2	5	6	29	31	37	69	64	56	NA	0	1
African American	NC	39	4264	NC	98	99	NC	454	465	NC	10	5	NC	36	35	NC	54	59	NC	NA	1
Hispanic	40	724	33608	98	98	99	475	476	462	NA	3	6	28	28	36	73	69	57	NA	0	1
Asian/Pacific Islander	NC	13	2098	NC	100	99	NC	509	500	NC	8	2	NC	NA	16	NC	92	75	NC	NA	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	477	464	NC	5	4	NC	11	39	NC	84	56	NC	NA	1
White	57	321	36213	98	99	99	488	486	489	NA	2	2	21	22	22	77	75	72	2	1	3
Students with Disabilities	11	109	10526	85	88	94	465	420	427	NA	17	15	18	49	53	82	33	31	NA	1	1
Students without Disabilities	95	1009	69846	100	100	100	484	484	482	1	2	3	23	23	26	75	74	69	1	1	2
Limited English Proficient Students	12	276	12747	92	96	97	459	456	432	NA	7	12	33	40	52	67	53	36	NA	0	0
Migrant Students	NC	115	621	NC	95	97	NC	465	452	NC	5	9	NC	36	40	NC	59	51	NC	NA	0
Economically Disadvantaged	44	767	38521	96	97	98	477	473	461	NA	4	6	27	30	38	73	66	55	NA	0	1
Non-Economically Disadvantaged	62	351	41851	100	100	100	487	489	489	2	2	3	19	18	22	77	79	72	2	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	1160	79306	98	97	99	498	488	504	8	16	13	31	24	20	49	51	49	12	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	543	38845	98	96	99	496	489	505	8	14	11	30	23	20	52	55	50	10	8	18
Male	63	615	40383	95	97	98	500	487	504	8	18	14	30	25	19	48	49	47	14	8	19
African American	NC	36	4171	NC	90	98	NC	479	485	NC	17	20	NC	39	26	NC	33	44	NC	11	10
Hispanic	57	727	32673	98	97	99	484	480	487	12	20	18	39	26	25	46	51	46	4	3	10
Asian/Pacific Islander	NC	16	2147	NC	100	99	NC	514	539	NC	NA	5	NC	25	10	NC	63	46	NC	13	40
American Indian/Alaskan Native	NC	14	4034	NC	100	97	NC	477	479	NC	14	22	NC	43	29	NC	29	43	NC	14	7
White	57	367	36234	97	98	99	513	504	523	4	9	6	21	19	13	54	54	52	21	17	28
Students with Disabilities	24	125	10286	96	86	91	465	454	462	25	44	41	46	29	27	21	23	27	8	4	5
Students without Disabilities	100	1035	69020	98	98	100	505	492	510	4	13	9	27	24	18	56	55	52	13	9	21
Limited English Proficient Students	15	235	10291	100	95	96	454	458	458	33	40	38	53	29	34	13	30	26	NA	1	2
Migrant Students	NC	110	630	NC	94	95	NC	469	478	NC	28	24	NC	29	27	NC	42	43	NC	1	6
Economically Disadvantaged	53	765	37437	96	96	97	489	478	486	13	21	19	34	28	26	45	48	46	8	3	9
Non-Economically Disadvantaged	71	395	41869	99	99	100	505	507	521	4	8	7	28	17	14	52	58	51	15	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	1170	79000	98	98	98	489	478	489	10	13	10	19	28	24	63	55	58	8	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	549	38774	98	98	99	488	484	494	13	11	7	15	24	22	65	60	61	7	5	10
Male	63	619	40150	95	98	98	490	474	485	8	14	12	22	31	25	60	50	55	10	5	8
African American	NC	36	4153	NC	90	98	NC	476	476	NC	6	13	NC	36	30	NC	53	53	NC	6	4
Hispanic	57	733	32508	98	97	98	473	468	472	16	16	15	25	33	33	60	50	49	NA	1	3
Asian/Pacific Islander	NC	16	2142	NC	100	99	NC	496	510	NC	6	4	NC	19	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	14	4016	NC	100	96	NC	472	467	NC	7	14	NC	36	37	NC	57	46	NC	NA	2
White	57	371	36135	97	99	98	505	498	508	7	6	4	9	17	14	68	64	67	16	12	15
Students with Disabilities	24	135	9991	96	93	88	446	443	449	42	41	33	29	33	36	29	23	29	NA	2	2
Students without Disabilities	100	1035	69009	98	98	100	499	483	495	3	9	6	16	27	22	71	59	62	10	5	10
Limited English Proficient Students	15	241	10199	100	97	95	440	439	439	27	37	35	47	46	47	27	17	18	NA	NA	0
Migrant Students	NC	111	629	NC	95	95	NC	455	457	NC	27	22	NC	38	41	NC	34	37	NC	1	1
Economically Disadvantaged	53	773	37234	96	97	97	477	468	472	13	17	15	23	32	33	62	49	50	2	2	3
Non-Economically Disadvantaged	71	397	41766	99	100	99	498	498	505	8	5	5	15	18	16	63	66	65	13	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	1173	79611	98	98	99	520	495	496	5	7	7	23	37	37	70	56	56	2	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	556	39016	97	99	99	536	513	511	2	2	4	19	30	29	76	67	66	3	1	1
Male	64	615	40519	97	97	98	505	480	482	8	10	10	28	43	44	64	47	46	NA	NA	0
African American	NC	38	4188	NC	95	98	NC	497	486	NC	8	9	NC	26	40	NC	66	50	NC	NA	0
Hispanic	57	734	32855	98	97	99	506	486	481	7	8	10	32	42	43	61	50	47	NA	0	0
Asian/Pacific Islander	NC	16	2149	NC	100	100	NC	526	519	NC	NA	4	NC	25	24	NC	75	70	NC	NA	2
American Indian/Alaskan Native	NC	14	3992	NC	100	96	NC	480	478	NC	14	10	NC	43	46	NC	43	44	NC	NA	0
White	57	371	36380	97	99	99	533	513	511	4	4	4	14	29	30	79	67	65	4	1	1
Students with Disabilities	23	128	10664	92	88	94	460	443	440	17	18	23	52	62	54	30	20	22	NA	NA	1
Students without Disabilities	101	1045	68947	99	99	100	534	502	504	2	5	4	17	34	34	79	61	61	2	0	1
Limited English Proficient Students	15	237	10362	100	96	97	471	446	438	13	19	22	53	57	57	33	24	21	NA	NA	NA
Migrant Students	NC	109	636	NC	93	96	NC	470	467	NC	12	14	NC	51	47	NC	37	38	NC	NA	0
Economically Disadvantaged	54	774	37626	98	97	98	508	483	479	7	9	10	30	42	45	61	49	45	2	0	0
Non-Economically Disadvantaged	70	399	41985	97	100	100	530	518	511	3	2	4	19	26	30	77	71	65	1	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	1192	79327	96	97	98	510	494	518	15	26	19	27	28	20	51	41	46	7	5	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	593	38961	100	99	98	517	494	520	13	25	16	21	31	20	55	39	48	11	5	16
Male	44	599	40295	94	94	97	504	495	516	16	27	21	32	25	19	48	43	44	5	6	16
African American	NC	31	4247	NC	97	98	NC	502	499	NC	26	27	NC	26	24	NC	39	41	NC	10	8
Hispanic	38	804	32327	95	97	98	496	486	499	21	30	27	39	32	25	34	35	41	5	3	8
Asian/Pacific Islander	NC	13	1939	NC	93	99	NC	538	556	NC	8	6	NC	15	10	NC	62	47	NC	15	36
American Indian/Alaskan Native	NC	21	4391	NC	100	96	NC	492	489	NC	29	32	NC	19	27	NC	52	36	NC	NA	4
White	38	323	36373	97	96	98	522	512	538	11	16	10	13	18	14	68	54	52	8	11	25
Students with Disabilities	NC	107	9321	NC	75	87	NC	458	467	NC	59	54	NC	21	22	NC	20	21	NC	1	3
Students without Disabilities	74	1085	70006	97	99	100	515	498	524	12	23	14	26	28	19	54	43	49	8	6	18
Limited English Proficient Students	NC	249	9431	NC	95	95	NC	461	466	NC	55	53	NC	29	27	NC	15	18	NC	1	1
Migrant Students	NC	113	635	NC	96	94	NC	477	488	NC	42	31	NC	29	29	NC	27	36	NC	2	4
Economically Disadvantaged	26	788	37097	96	96	97	499	485	498	19	32	27	27	30	25	50	35	41	4	3	7
Non-Economically Disadvantaged	56	404	42230	97	99	99	515	513	535	13	15	11	27	23	15	52	53	50	9	10	24

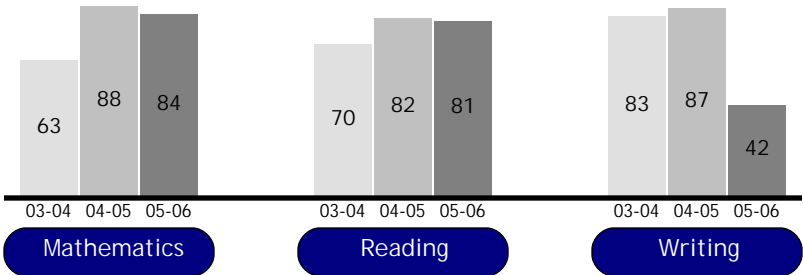
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	1207	79501	96	98	98	514	486	497	4	12	10	11	32	25	78	54	60	7	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	595	39062	100	99	99	519	489	502	3	9	8	13	33	23	74	55	64	11	3	5
Male	44	612	40368	94	97	98	509	483	491	5	14	13	9	32	27	82	53	57	5	2	3
African American	NC	31	4279	NC	97	99	NC	493	485	NC	6	14	NC	39	30	NC	52	54	NC	3	2
Hispanic	38	814	32389	95	98	98	493	476	478	8	14	16	16	39	34	74	46	48	3	1	1
Asian/Pacific Islander	NC	13	1936	NC	93	99	NC	523	519	NC	8	3	NC	15	14	NC	77	73	NC	NA	9
American Indian/Alaskan Native	NC	21	4401	NC	100	96	NC	493	473	NC	NA	17	NC	38	40	NC	62	43	NC	NA	1
White	38	328	36446	97	98	99	534	510	516	NA	6	4	8	16	15	79	72	73	13	6	7
Students with Disabilities	NC	121	9411	NC	85	88	NC	452	453	NC	35	36	NC	36	36	NC	29	26	NC	1	1
Students without Disabilities	74	1086	70090	97	100	100	519	490	502	1	9	7	11	32	24	80	57	65	8	3	5
Limited English Proficient Students	NC	253	9401	NC	97	94	NC	446	443	NC	32	40	NC	55	46	NC	13	14	NC	NA	0
Migrant Students	NC	115	642	NC	97	95	NC	460	465	NC	26	24	NC	44	41	NC	30	35	NC	NA	0
Economically Disadvantaged	26	800	37183	96	97	97	502	474	479	4	16	16	12	39	34	85	45	49	NA	1	1
Non-Economically Disadvantaged	56	407	42318	97	100	99	519	509	513	4	4	5	11	18	17	75	72	70	11	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	1216	80000	99	99	99	576	561	564	NA	3	3	8	8	11	76	82	75	15	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	598	39288	100	100	99	594	575	579	NA	2	2	5	6	6	71	82	77	24	10	16
Male	46	618	40644	98	97	98	562	549	549	NA	5	4	11	11	15	80	81	74	9	3	7
African American	NC	31	4307	NC	97	99	NC	562	551	NC	3	4	NC	3	13	NC	84	75	NC	10	7
Hispanic	39	820	32672	98	99	99	569	555	548	NA	4	4	10	9	14	79	83	76	10	4	6
Asian/Pacific Islander	NC	14	1945	NC	100	99	NC	594	592	NC	7	1	NC	NA	4	NC	71	69	NC	21	25
American Indian/Alaskan Native	NC	21	4424	NC	100	97	NC	583	549	NC	NA	3	NC	5	14	NC	90	77	NC	5	5
White	39	330	36602	100	99	99	582	575	579	NA	2	2	8	7	7	69	79	75	23	11	16
Students with Disabilities	NC	126	9919	NC	88	93	NC	498	505	NC	11	9	NC	29	35	NC	60	54	NC	NA	2
Students without Disabilities	76	1090	70081	100	100	100	584	568	571	NA	3	2	7	6	7	76	84	79	17	7	12
Limited English Proficient Students	NC	257	9571	NC	98	96	NC	519	502	NC	10	10	NC	18	29	NC	72	60	NC	1	1
Migrant Students	NC	115	654	NC	97	97	NC	528	534	NC	10	7	NC	16	16	NC	70	74	NC	4	3
Economically Disadvantaged	27	805	37534	100	98	98	574	554	547	NA	4	4	19	10	15	67	82	76	15	4	5
Non-Economically Disadvantaged	57	411	42466	98	100	100	577	576	578	NA	2	2	4	5	7	81	82	75	16	11	16

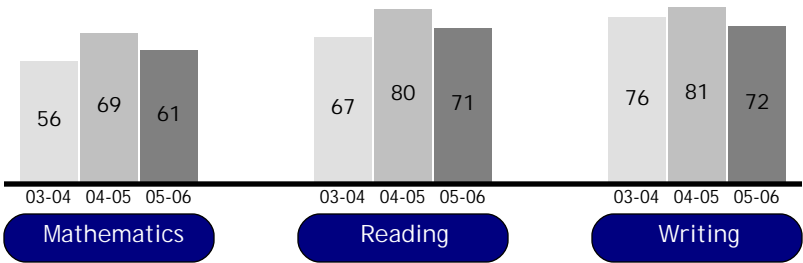
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	56	NA	58	100	55	43	47	98	48	41	46
	Language	96	42	41	50	100	47	45	47	98	43	44	48
	Mathematics	97	65	60	64	100	54	43	50	98	44	44	52
3	Reading	100	56	NA	55	98	54	39	44	99	56	41	46
	Language	97	55	48	61	98	56	40	44	100	50	41	46
	Mathematics	98	69	54	61	98	60	44	51	98	56	44	52
4	Reading	99	65	NA	56	99	50	43	48	97	58	43	52
	Language	99	54	44	52	99	46	44	49	96	59	44	52
	Mathematics	99	67	54	61	99	53	48	53	97	73	52	58
5	Reading	99	74	NA	55	98	59	46	50	97	59	48	56
	Language	99	63	44	49	98	56	44	50	96	52	44	54
	Mathematics	99	69	55	63	98	52	42	49	97	50	43	52
6	Reading	98	62	NA	56	100	61	47	51	99	70	48	56
	Language	99	51	42	48	100	57	42	47	99	54	39	50
	Mathematics	99	68	61	66	100	57	44	52	99	56	43	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent/School Relations
- ü Extracurricular Activities
- ü School Management Input
- ü Community Concerns
- ü Emergency Planning
- ü Assessment of School Needs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.20
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	1	2	0	0
7 to 9 years	3	3	0	0
10 or more years	9	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- ü Library/Media Center
- ü Outdoor Ramadas
- ü 32-station On-line Computer Lab
- ü Art and Music rooms

Extracurricular Activities

- ü Student Council
- ü Cuyamaca Outdoor Education Camp
- ü 5th and 6th Grade Bands
- ü Seasonal Student Musical Productions
- ü School Science Fair
- ü Poetry Contest
- ü Arizona Young Authors Conference
- ü Spelling Bee

Social Services

- ü Before/After School Discovery Child Care
- ü Annual Clothing and Food Drives
- ü Student and Family Counseling
- ü Reach Out America HealthCare Dental Plan
- ü School-based Health Clinic
- ü United Blood Services Drive
- ü Mental Health Intervention Services
- ü School Bell Student Clothing

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 674 students checked out 32,034 books from our library during the 2005-06 school year. They earned 8,025 points on Accelerated Reader quizzes. Their reading library books and solid reading instruction resulted in strong scores on state tests.
- ü Rolle School successfully implemented reading intervention classes for all students at all levels of achievement. Parents share success through PTO's Rolle Reader program which rewards students for effort, improvement, or achievement in reading.
- ü Students participated in community projects such as Toys for Tots, Habitat for Humanity can drive, Jump Rope for Heart, and Student Council's drive for the Yuma Community Food Bank to show their citizenship.
- ü James B. Rolle School was recognized as a Valentines for Gold Award winner for community participation in our PTO-sponsored blood drives.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our goal is to make Rolle's safe campus more comfortable for all our students. This year we started the Olweus Bullying Prevention Program. Our counselor and teachers present the Promoting Alternative Thinking Strategies (PATHS) program. Both programs increase awareness and responsibility among students to promote conflict resolution. We have an SRO for two days each week and 2 School Safety Specialists daily. Our Student of the Month program promotes good citizenship and life skills.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Laura Rebecca Gilmer	(928) 726-4610
Transportation Policy	Yuma Schools Transportation	(928) 341-9076
Community Resources	Diana Teegardin	(928) 502-4437
School Nutrition Programs	Karen Johnson	(928) 502-4311
Parent Organization	Glenda Curtis-Sanchez	(928) 726-4610
Student Health/Nurse	Nancy Terry, R.N.	(928) 726-4610

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.